

January 29, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for F.C. Reed Middle School (RMS). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact John Truesdell, RMS Principal, for assistance.

The AER is available for you to review electronically by visiting the following website: [RMS 2024-2025 AER](#), or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

F.C. Reed Middle School has not been given one of these labels.

At F.C. Reed Middle School the school improvement process is intentionally data driven and grounded in meaningful stakeholder input. We utilize benchmark and formative assessment data to identify student needs early and reduce the number of learners identified as "at risk" in foundational math and reading skills essential for high school readiness. In addition to academic growth, RMS places a strong emphasis on student motivation, belonging, and engagement. Our improvement plan prioritizes relationship building, cooperative learning strategies, Positive Behavioral Interventions and Supports (PBIS), and restorative practices to create a safe, inclusive, and supportive learning environment for all students. The RMS school improvement process also maintains a deliberate focus on supporting identified subpopulations, including students experiencing homelessness and those from economically disadvantaged households, through targeted interventions and wraparound support. Working in partnership with students, families, staff, and community stakeholders, F.C. Reed Middle School remains committed to educating all learners at a rigorous level, strengthening engagement through collaborative learning and a growth mindset culture, improving communication between school and home, and providing meaningful, whole child opportunities for students in grades 5–8.

Parents/guardians should also be aware of the following information regarding F.C. Reed Middle School:

- F.C. Reed Middle School is the only middle school in Bridgman Public Schools. The middle school serves all BPS students in grades 5–8. Pupils are assigned to the school based on grade level. The middle school also offers a limited number of School of Choice applications each spring to allow families outside the district an opportunity to join our school community.
- RMS is in the fifth year of the district's Michigan Integrated Continuous Improvement Plan (MICIP). This district-wide plan focuses on literacy and, specifically, at the middle school level, reading skill development using Aimsweb Plus formative assessment data and team teaching model for RTI. The middle school is also a participant in the BPS Strategic Plan, which is in its sixth full year of implementation. A district strategic plan update is expected during the 2026–2027 school year.
- F.C. Reed Middle School is not a specialized school (i.e., Magnet, STEM Academy, etc.). Rather, it is a center of learning organized around the middle school concept and the whole child model of learning. Instructional time is divided among core academic classes, intervention and extension time, and elective classes. A priority focus for the building has been STEM education since the opening of the STEM Lab in 2017, along with increasing student engagement through the use of cooperative learning structures.
- All RMS courses are aligned to state curriculum standards when available. Curriculum implementation is overseen in partnership between the RMS Principal and the BPS Instructional Council. Curriculum is reviewed and updated on a regular rotation schedule determined by the BPS Superintendent. In the last six school years, new curriculum adoption cycles have occurred in Science (2017–2018), PE/Health (2018–2019), Visual and Performing Arts (2021–2022), Social Studies (2022–2023), Math (2023–2024). The ELA and Spanish curriculum is currently being reviewed and updated during the 2025–2026 school year. No curriculum review occurred during the 2020–2021 school year due to the challenges of the COVID-19 pandemic or during the 2024–2025 school year due to budgetary restrictions related to the AEP Tax Tribunal Settlement. To access specific curriculum materials, parents and guardians may contact the RMS office by phone to request those items.
- In the 2019–2020, 2020–2021, 2021–2022, 2022–2023, 2023–2024, 2024–2025, and 2025 - 2026 school years, RMS Aimsweb Plus progress monitoring data indicate that RMS students consistently perform above the national mean in reading (Oral Reading Fluency, Silent Reading Fluency, and Reading Comprehension). Students also outperformed national averages in math (Concepts and Applications, Number Sense Fluency, and Mental Computation). In most assessments, RMS students not only scored higher on average than their peers nationwide but also demonstrated faster rates of growth compared to national grade-level composites. This trend reflects the middle

- school's successful implementation of engaging and rigorous instruction aligned with state learning standards and supported by RTI programming and intervention opportunities.

Parent and guardian participation continues to be a strength at the middle school. Out of 257 students, 174 families attended a conference during the 2025–2026 school year. This represents 68% of student enrollment in the building and reflects a 4% increase compared to the 2024–2025 school year.

F.C. Reed Middle School is a public middle school located in Lake Charter Township that serves students in grades 5–8. Our building aims to help all students acquire the social, emotional, and academic skills needed to excel in high school and reach their fullest potential. By integrating a whole child approach with a rigorous curriculum, collaborative intervention programs, and proactive mental health services, RMS cultivates an engaging learning environment that supports the needs of a diverse student population.

Middle school is a critical developmental period in the lives of children. Bridgman Bees strive to be Respectful, Responsible, Honest, and Safe. We are proud to offer our students the resources and opportunities that inspire resilient and collaborative learning. Please do not hesitate to contact the RMS office to learn more about how we can work together to prepare all students for lifelong learning.

Your partner in education,



John Truesdell, RMS Principal